



LaGUARDIA
COMMUNITY COLLEGE

Institutional Effectiveness Plan

March 2026

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LaGuardia Community College Mission Statement

LaGuardia Community College's mission is to educate and graduate one of the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society.

Core Values

The college's core values are woven into the culture of the institution, guiding the decisions, actions and behaviors of the LaGuardia community. These core values define what we choose to do, how we carry out our work in all parts of the institution, and how we assess the outcome of our individual and shared efforts.

- **Learning**: Believing that everyone can learn, we foster a creative and collaborative environment that stimulates the intellect, inspires the imagination and enlarges our vision of the world.
- **Diversity**: We believe that diverse perspectives make us stronger and seek to learn from everyone's unique experience and cultural inheritance.
- **Opportunity**: We invest in everyone's capacity to fulfill their potential and continually advance through the exercise of individual talent and effort.
- **Responsibility**: We aspire to be a caring community, holding ourselves individually and collectively accountable to each other.
- **Innovation**: We strive for excellence through innovation, honoring the pioneering spirit of our institution.

Overview of the Institutional Effectiveness Plan

LaGuardia Community College's ("the college", "LaGCC", "LaGuardia") Institutional Effectiveness process is an ongoing, College-wide undertaking integrating institutional planning and assessment at all levels, in service of promoting the College's ability to achieve its Mission. This Institutional Effectiveness Plan is intended to show the college's long-term strategy and the importance that it places on the interconnectedness of planning, assessment, and effective resource allocation. By living this plan, the College will be better positioned to both demonstrate and achieve its institutional mission and apply its core values, and everyone at the college will see themselves in the collective work.

This plan is intended as a strategic tool to help the college community understand the various inputs and intended outcomes of college-wide assessment and planning efforts. While it is intended primarily as an administrative tool to guide planning and continuous improvement efforts, it is intentionally written to be accessible to anyone within the community who has an interest in college planning. One of the primary ways that everyone at the college can engage with the eventual results of these planning efforts is in an annual *Institutional Effectiveness Report*, which will provide a high level understanding the outcomes of the elements defined in the Institutional Effectiveness Model. The Institutional Effectiveness Report (IE Report) serves as a means of keeping accountable to the Strategic Plan in a transparent way that highlights what has worked, what is not working, and what is still left to do. In this way, the IE Report can serve as a tool to spark conversation about our continuous improvement and overall institutional effectiveness.

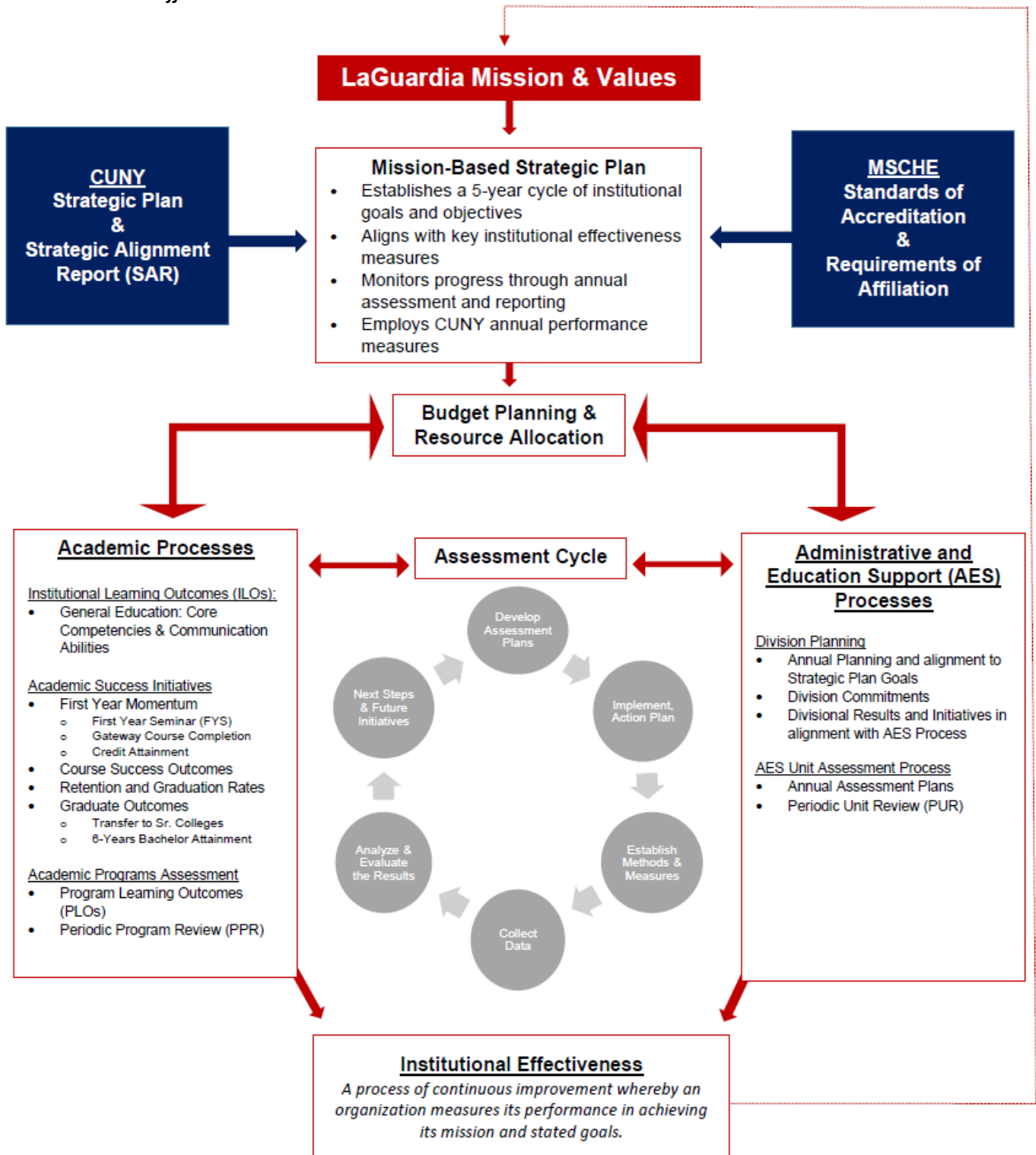
Defining Institutional Effectiveness: Mission-in-Action

Institutional Effectiveness (IE) is the fundamental process by which an institution demonstrates that it is making progress towards achieving its stated mission. This occurs through careful planning and consideration, utilizing evidence to inform decisions for continuous improvement. IE at the college begins with and ends with the mission. This document draws the connections between various administrative and educational efforts of the college and how they fit into the IE model. Below is a visual representation of the Institutional Effectiveness Model at LaGuardia. These elements, and their components, will be explained in more detail throughout this document.

At the heart of this work is the mission of the college, which positions students at the center. Students are the reason why the college exists, and our imperative is to help them to be successful. With students at the center, we help them to work toward their career and educational goals. Whether they intend to continue to complete a bachelor's degree or if they plan to immediately enter the workforce, our collective work is to help students see themselves on and remain on a path that leads to personal enrichment and economic mobility. The fundamental principle underlying this work is that if our students become successful graduates from LaGuardia, they can have a positive impact that helps advance themselves, their families, and their communities. Every student that we help to fulfill their educational goals, we lift them and their entire community.

One of the chief elements that serves as a roadmap for demonstrating the mission-in-action is the Strategic Plan. The Strategic Plan is periodically refreshed to ensure that the college meets students where they are, and informs budgeting, planning, and resource allocation. Through assessment, the college evaluates its progress in achieving the elements of the Strategic Plan in both the educational (Academic Processes) and organizational contexts (Divisional Processes). The results of these assessments then inform ongoing budgeting, planning, and resource allocation for continuous improvement. The college invests significant resources (human, fiscal, and material/infrastructure) in its assessment efforts with the goal of ensuring that LaGuardia provides quality programs and services to its students and to be sustainable for the future.

Figure 1: Institutional Effectiveness Model



LaGuardia -Creating Opportunity

LaGuardia Community College is one of seven community colleges within the City University of New York’s (CUNY) system. Extending CUNY’s historical mission of creating opportunity for students, the college, located in Long Island City, Queens, opened its doors on September 22, 1971, offering a diverse student population open and affordable access to higher

education. One year later, in 1972, the college graduated its first class of students. Originally slated to be called College Number IX, the college was named after the visionary New York City Mayor Fiorello H. LaGuardia. As the [1973-74 college bulletin](#) reflected, “since the name of LaGuardia has been associated with public service of the most generous and productive nature, it is fitting that a community college joining a university of exactly such a tradition of service to all residents of New York City, whether they were of native or foreign origin, be named after Fiorello H. LaGuardia.”

According to the [1980-81 college bulletin](#), the college was founded to be “both a college and a community...by people who believed that a college should be more than a place students attend until they graduate. They believed a college is a human experiment created by different people who share a common goal.” This ethos of ensuring that students are part of a supportive, welcoming, and open community has been at the heart of the college. As the first community college to implement cooperative education in the nation, LaGuardia has a tradition of challenging expectations and providing a high-quality, practical education to meet the evolving needs of students and the community. With a focus on ensuring equitable outcomes for all students, the college has helped students improve their lives since it opened in 1971. The human experiment that is the college was and continues to be focused on helping individual students succeed who then help their communities thrive, making the college central to community vibrancy.

The College’s service area includes residents from all five boroughs of New York City. In Fall 2024, the College served nearly 26,000 students in pre-college, degree-seeking, and continuing education programs. The college qualifies for designations as a minority serving institution (MSI) including:

- Hispanic Serving Institution (HSI) under the Higher Education Act; HSIs are defined as not-for-profit colleges and universities where at least 25% of the full-time equivalent (FTE) undergraduate enrollment is Hispanic;
- Asian American and Native American Pacific Islander Serving Institution (AANAPISI); AANAPISIs have at least 10% of their undergraduate enrollment who identify as Asian American and Pacific Islander students; and is eligible as a
- Minority Science and Engineering Improvement Program (MSEIP) which requires an institution to be a minority-serving institution that has curriculum in science or engineering subjects with a goal of increasing the representation of underrepresented ethnic minorities, particularly women, in scientific and technological careers through institutional, cooperative, and design projects.

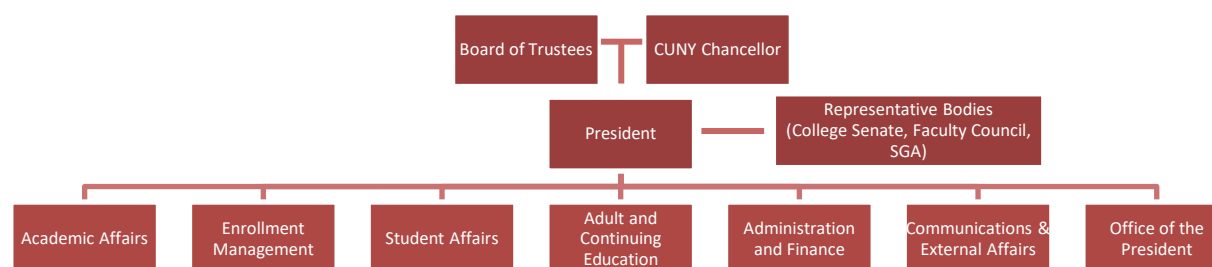
The College offers more than 60 [degree-seeking programs](#), including associate degree (Associate of Arts[AA], Associate of Sciences [AS], and Associate of Applied Sciences [AAS]) and certificate programs. These degree-seeking programs are organized across six [Fields of Interest](#) including: Business and Entrepreneurship; Education and Public Service; Engineering, Science, and Technology; Health and Wellness; Languages, Culture, and Society; and the Visual and Performing Arts.

Additionally, the College offers over 60 [Adult and Continuing Education](#) (ACE) programs. LaGuardia’s ACE Division is the largest continuing education division among all the CUNY campuses, and is one of the most comprehensive in the country.

The College employs approximately 2,500 full- and part-time employees with roughly 1,000 faculty, of which about 400 serve as full-time faculty.

Governance of the College

The College is governed by the [CUNY Board of Trustees](#). Administrative oversight of the College is the responsibility of the President, under the authority of the CUNY Chancellor and Board of Trustees. The administrative units of the college are organized under Divisions. Including the *Office of the President*, there are a total of seven Divisions.

Figure 2: Organizational Structure of the College

The President administers the College through the President's Cabinet, comprised of the President, the College's Vice Presidents, Senior Administrators selected by the President, the Chair of the College Senate, the President of the Faculty Council, and the President of the Student Government Association (SGA).

The [College Senate](#) (following the *Governance Plan*) and the [Faculty Council](#) (following the *Faculty Council Constitution and By-Laws*) report to the College's President. [SGA](#) (following the *SGA Constitution*) reports to the Vice President of Student Affairs who reports to the President. These entities are functionally outside of the institutions' operational organizational chart. As representative bodies, they serve as crucial advisors to college leadership, representing the importance that they have in influencing the institution's operations, planning, and strategic direction.

The City University of New York (CUNY)

The City University of New York (CUNY) dates to 1847 when its [origin story](#) began as the first free public higher education institution in the United States. Although CUNY has evolved over time, it continues to serve New Yorkers with quality, affordable education. Today, as one of the 26 institutions within the CUNY system, LaGuardia Community College continues the historic tradition of making education accessible to serve as a transformative educational experience to improve the social mobility of its students.

CUNY is overseen by the CUNY's Board of Trustees, comprised of 17 members; 10 of these members are appointed by the New York governor, five are appointed by the mayor of New York City, and two *ex officio* members. Trustees are elected appointed for seven-year, renewable terms. The Board of Trustees elect the Chancellor of CUNY who serves as the system's chief educational and administrative officer. Along with the Board, the Chancellor oversees the affairs of the college through the college and university presidents.

Institutional Accreditation

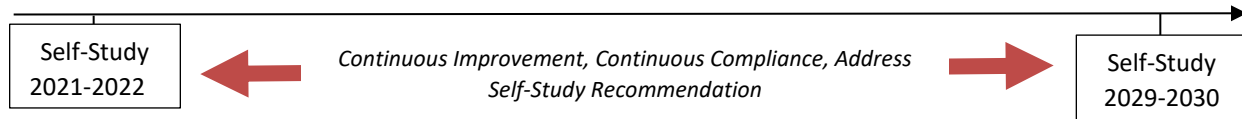
LaGuardia Community College is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE). LaGuardia's current accreditation phase and accreditation status are displayed on the institution's listing in the [Institution Directory](#) and in the [Statement of Accreditation Status](#) (SAS). LaGuardia received its initial accreditation in 1974 and has continuously had its status reaffirmed since. The college completed its most recent reaffirmation process with the conclusion of its 2021-22 Self-Study, On-site Peer Review, and Notice of Action. More information on the Self-Study process can be obtained by visiting the college's [Middle States website](#).

MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and candidate status for accreditation activities for institutions of higher education, including distance education and correspondence education programs offered at those institutions. The Commission is a voluntary, non-governmental, membership association that defines, maintains,

and promotes educational excellence across institutions with diverse missions, student populations, and resources. It examines each institution as a whole, rather than specific programs within institutions. The MSCHE accreditation review cycle is continuous, and accreditation does not expire. Each institution is reevaluated and monitored on a regular and consistent basis in accordance with the institution’s assigned review cycle and Commission policy and procedures.

As stated in the Middle States’ [Standards for Accreditation and Requirements of Affiliation](#), the Commission verifies “the quality of higher education through peer review, assessment, and evaluation. An institution is accredited when the educational community has confirmed, through self-reflection and peer review, that there is evidence that the institution’s mission is being fulfilled, and progress is made toward institutional goals. The extent to which each institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to continuous improvement.” The Self-Study Evaluation Process occurs every eight years, according to the Commissions current policies.

Figure 3: Self-Study Evaluation Timeline



In addition to institutional accreditation, several of the college’s programs also have [programmatic accreditation](#).

Institutional Mission and Strategic Goals

College Mission Statement Development

LaGuardia’s current Mission Statement is the fifth in a series of periodically updated mission statements adopted since it was recorded in the college bulletin in 1972. The current Mission Statement was crafted in 2011 as part of the 2010-11 Strategic Plan. In 2010, the College created an *ad hoc* Mission Committee comprised of faculty, staff, and students with the charge of articulating the institution’s mission and values. The process ensured that the Mission Statement was revised through collaborative participation of the College community. To stimulate responses, the Mission Committee began a college-wide process by asking the LaGuardia community: "In two words, what does LaGuardia Community College mean to you?" Based on constituent feedback, through various processes and engagement, the Mission Committee made revisions to its draft statement and submitted the final version to the President and Executive Council (known today as the Cabinet), who approved the new Mission and shared it with the College in September 2011. The mission was reaffirmed in 2016.

At the core of LaGuardia’s current Mission Statement is an idea which also rests at the heart of the larger mission of CUNY: **opportunity**. The core mission of both LaGuardia and CUNY is to provide students with the skills, abilities and higher-order competencies they require to create new opportunities for themselves and, in the process, change their world. The Mission has spurred the College to create dynamic, effective, and innovative initiatives that include a challenging curriculum, an extensive network of student support services, and an impressive array of curricular opportunities that address the challenges of the modern world.

Systematic, College-Wide Planning and Alignment

Integrated planning engages all parts of the College, intentionally involving all stakeholders, developing goals and strategies for growth and making improvements. Planning is intentionally strategic, sustainable, collaborative, and aligns efforts across the institution. In turn, assessment and evaluation play a vital role in Institutional Effectiveness, ensuring that appropriate methods and procedures are in place to measure the achievement of institutional goals, the quality of programs and services, and ultimately, the overall institutional mission. This is fundamentally a mission-driven process.

Assessment and continuous improvement efforts link the mission and strategic initiatives with resources, processes, policies, interventions and strategies, and the means for evaluating and demonstrating that planning and assessment activities occur at all levels of the College and are connected to:

- Mission-based strategic planning;

- Resource planning and allocation;
- Integrated planning engaging all areas of the College;
- Institutional assessment and evaluation, including institutional learning outcomes, program learning outcomes, student learning outcomes, and assessment of administrative and educational support services;
- Improved processes and operational planning.

Planning is vital to ensuring that College-wide practices, strategies and initiatives adhere to and support the Mission, Values, and Strategic Plan of the College. Ultimately, these efforts are aimed at ensuring that the college effectively supports student learning and success. While the planning process is broad-based, designed to maximize input opportunities across constituencies, it also aims to centralize and integrate College-wide planning, budgeting, and assessment for more effective processes.

The President's Cabinet is responsible for the monitoring the implementation of the College's Strategic Plan and its outcomes. Additionally, the President and Cabinet monitor the progress reported annually for each Division's annual commitments, and the administrative and educational support (AES) Unit assessment efforts. The Provost and/or designees monitor academic departments' annual initiatives which are based on the action plans and their implementation presented as part of the academic periodic program reviews (PPRs). Through the efforts of the AES and PPR (and related elements), the college monitors the effectiveness of Unit/Department-based initiatives, which are aligned to the Strategic Plan.

CUNY Alignment

LaGuardia is required to follow the planning directives and initiatives articulated in CUNY's Strategic Plan and strategic initiative. CUNY's Strategic Plan outlines the priorities for the CUNY system. The 2023-2030 [Strategic Roadmap](#), "CUNY Lifting New York" includes four broad goals establishing a system-wide strategic framework:

- *Goal 1: Be a National Leader in Providing Access to Higher Education for Diverse Populations of Students.*
- *Goal 2: Improve Our Ability to Exceed Predicted Student Outcomes and Eliminate Academic Equity Gaps With Innovative Curriculum and Support for Our World-class Staff and Faculty.*
- *Goal 3: Advance Our Community Through Comprehensive Research, Engagement and Services.*
- *Goal 4: Modernize the CUNY System*

These goals serve as an input into the planning and accountability process for the College by defining key performance metrics that the college is accountable for to the Chancellor. Therefore, these goals and their resulting metrics must be integrated into the overall reporting for the college.

In addition, the Strategic Alignment Report (SAR) serves to link CUNY's planning and goals to efforts at each institution. The SAR provides a consistent framework across the system but also ensures that each institution "retains its own identity, mission, and governance." Thus, the college's planning processes ensure integration with required CUNY-reporting, while also allowing the college to prioritize and implement strategies that fit within its mission. The SAR establishes the CUNY-standard, which defines annual progress measures, key performance indicators (KPIs), and targets that the college must report on, in alignment to the CUNY Strategic Plan. CUNY's SAR provides a framework and metrics by which all institutions are held accountable, aligning College and system priorities. All colleges, including LaGuardia, submit annual reports summarizing their respective achievements as measured by the SAR KPIs. LaGuardia's Mission and Values align with the CUNY mission, and the CUNY SAR informs the College's strategic planning.

Institutional Accreditation Alignment

As an accredited member of MSCHE, the college meets the Standards of Accreditation and Requirements of Affiliation. The college's planning efforts necessarily incorporate compliance with the requirements of the college's institutional accreditation. The college's strategic plan intentionally includes the lens of MSCHE's Standards of Accreditation and Requirements of Affiliation.

College-Wide Alignment

The Strategic Plan connects its mission-based goals to planning, assessment, and resource allocation within Divisions and Units/Departments. While the Strategic Plan is a time-based document with a beginning and end date, the college engages

in ongoing planning practices that require all levels of the college to focus on planning that defines goals, allocates resources to achieve those goals, and monitors performance through cycles of assessment (both educational and organizational). These ongoing planning processes, ensure that CUNY initiatives are embedded within the institutional outcomes and reporting requirements, and that any new initiatives and CUNY Strategic Plan goals are incorporated into practice. Additionally, the Strategic Plan brings the lens of institutional accreditation into its ongoing planning.

The strategic planning process and the resulting Strategic Plan provide the framework for Division and Unit multi-year planning and reporting. Upon finalization of the Strategic Plan, all levels of the college engage in planning and monitoring of outcomes aligned to the Strategic Plan. Stakeholders at all levels of the college are required to work together to support student growth and development, and to deepen their mutual practices through a careful examination of evidence and of related unit strategic goals. Assessment, resulting from careful planning, serves as the method by which the college monitors continuous improvement practices, ensuring that the mission is being lived.

The following shows how assessment is embedded at all levels of the college.

Table 1 Levels of College-Wide Assessment

Assessment Level	Academic Affairs	Enrollment Management	Student Affairs	Admin. & Finance	ACE	LaGCC Foundation	Comms. & Ext. Affairs	Office of the President	Senate & Faculty Ccl.	Accountable	Consulted/ Supporting	
Strategic Institutional	< ----- Strategic Plan ----- > < ----- Institutional Effectiveness Report ----- >									President	Cabinet, Senate	
College-Wide Divisions	< ----- Annual Division Commitments ----- >									Each Vice President for their Division	President, Vice Presidents, IE Dean, Cabinet	
Academic Programs	PPR Annual PLO Assessment Reports									Provost, Department Chairs, Program Director	ALT, CTL	
Admin. and Educational Support Units	< ----- Annual Assessment Tracking ----- > < ----- PUR ----- >									Annual Assessment Tracking	Unit Leads	IE Dean, Vice Presidents
Personnel	Faculty Annual Reports									President, Human Resources, Supervisors	P&B and PRC Committee	
< ----- Professional Employee Evaluation Reports ----- >												
< ----- Reappointment and Tenure Reports ----- >												
< ----- Affirmative Action Report ----- >												

PPR = Periodic Program Review | PUR = Periodic Unit Review | PLOs = Program Learning Outcomes | P&B = Personnel and Budget Committee | PRC = Personnel Review Committee | ALT = [Educational] Assessment Leadership Team | CTL = Center for Teaching and Learning

Budget Planning and Resource Allocation

A crucial part of fulfilling the LaGuardia Strategic Plan and its various needs and commitments (to the CUNY Strategic Plan, for example) is the allocation of resources to support those efforts. The College’s operational budget is financially supported through tuition and fees, governmental contributions, and contracts from the federal, state, and city governments.

While separate from the college’s operating budget, it is important to note that the college also benefits from funding through its related entities. Certain entities, such as the Auxiliary, Early Childhood Learning Center (ECLC), and College Association, operate as self-funded organizations that generate and manage their own revenue streams. In contrast, the LaGuardia Foundation and the Grants Office rely on external funding sources, including donor contributions and awarded grants. As a result, these entities provide additional financial support opportunities beyond Tax Levy funding. The remainder of this section focuses on the operating budget and Tax Levy funding.

The CUNY operating budget has three main sources of funding including New York City (NYC), New York State (NYS), and tuition revenue for budget. Overall financial planning is based on conservative estimates of governmental funding; it considers enrollment trends, projected enrollment, and prior year allocations. CUNY and LaGuardia operate on a fiscal year (FY) that begins July 1 and runs through June 30. CUNY begins the budgeting process a year before the fiscal year begins. The overall process for CUNY involves collaboration with NYC and NYS as shown below. The budgeting process begins one year before the FY begins.

Table 2 CUNY and LaGuardia Budget Timetable

Timeframe	July to October	November to December	January to March	April to June	July	August to September
Phase	Budget Planning and Campus Allocation					
CUNY Process	<p><i>CUNY: Call letter from Chancellor to College Presidents</i></p> <p><i>CUNY: College Presidents submit college priorities for consideration by University</i></p> <p><i>CUNY: University consults with faculty and student governance organizations regarding groups’ budget priorities and concerns</i></p> <p><i>CUNY: University prepares draft overview of Request and consults with Council of Presidents and Board Committee on Fiscal Affairs</i></p>	<p><i>CUNY: Draft Budget Request is presented to the Board of Trustees Fiscal Affairs committee for review and consideration</i></p> <p><i>CUNY: Board hearing is held on draft Request</i></p> <p><i>CUNY: Full Board considers Budget Request</i></p> <p><i>CUNY: Board-approved Budget Request (mandatory and program items) is formally transmitted to City and State Executive branches for consideration</i></p>	<p><i>NYS: State legislature holds budget hearings (January to February) and the Executive Budget Recommendations are released (March)</i></p> <p><i>NYC: City releases Financial Plan and Preliminary Budget</i></p> <p><i>Testimony on impact of NYS Executive Budget recommendations before NYS Senate Finance and Assembly Ways and Means Committees</i></p> <p><i>Testimony on impact of NYC Financial Plan and Preliminary Budget before NYC Council Finance and Higher Education Committees and Borough Presidents</i></p>	<p><i>NYS: April 1 is State deadline for budget adoption</i></p> <p><i>NYC: April 26 is deadline for release of City Executive Budget recommendations</i></p> <p><i>Testimony on impact of NYC Executive Budget before NYC Council Finance and Higher Education Committees</i></p> <p><i>NYC: June 5 is deadline for adoption of City Budget</i></p>	<p><i>CUNY: Community college allocation by July.</i></p>	
LaGuardia Process				<p><i>The LaGuardia Budget Office begins preparing the college-wide Tax-Levy Budgets. (April)</i></p> <p><i>Budget Director gathers input from Department Liaisons, identifying potential needs, questions and concerns, in order to establish draft budgets for departments. (May/June)</i></p> <p><i>Projected budgets are reviewed with the VP of Administration in consultation with the College Senate Budget and Finance Committee. Recommendations and budgets are presented to Executive Leadership for review and approval. (June)</i></p>	<p><i>Initial budgets are issued to the Division Heads and Division Budget Liaisons.</i></p>	<p><i>The College’s financial plan is prepared by the Budget Director, then shared and reviewed with the College Senate and a governing Student Body. The Financial Plan is then sent to the CUNY Central Budget Office.</i></p>

The budget includes mandatory requests, which are non-discretionary inflationary increases for contractual salary increases and inflationary increases for fringe benefits, goods and services, rent and energy. It also includes program requests, which

are based on the University's Strategic Roadmap and developed by University leadership in consultation with the Board of Trustees, college presidents, and faculty and student representatives.

CUNY allocates a tax-levy budget driven largely based on FTE enrollment. For CUNY community colleges, budget allocation is determined by the community college allocation model, and incremental budget, plus lump sum amounts, the majority of which are determined by the CUNY Office of Academic Affairs. While the model determines 100% of the funding needs at the colleges, the actual allocation that the colleges receive is discounted, because the overall appropriation is not sufficient to fund all priorities and 100% of the model. The community college allocation model is zero-based and predicated on an enrollment-driven budget model. It incorporates a 3-year weighted average of enrollment to develop the allocation for the following functions: teaching, instructional support, and base and per FTE funding for library, student services, general administration, and general institutional services. Teaching needs are determined using the instructional staff model, which generates these needs according to enrollment and student faculty ratios by discipline. Allocations for plant maintenance and operations, continuing education, and student aid are driven by college specific criterion.

Besides the New York City tax-levy funds, the most important revenue sources are tuition and fees, and State funding, which is based on FTE enrollment. CUNY submits a tax-levy budget request to New York City for the entire system of colleges. The request is composed of the mandatory (base-line needs) and programmatic requests for increases for the operating budget. The mandatory request includes contractual salary increases and other than personal service (OTPS) inflationary increases. It also includes requests for rent increases, fringe benefits and operating costs for buildings. The programmatic request is based on CUNY program initiatives. In addition to the community college allocation, LaGuardia receives various special allocations throughout the year.

The tuition revenue budget is appropriated by the State to the senior colleges as a lump sum and by the City to the community colleges as part of the overall budget. Because tuition revenue represents a component of each college's budget, it is critical that colleges collect revenue at or above their established targets, for the University to expend its total budgetary appropriation. Importantly, tuition cannot be changed without CUNY approval.

College-Level Resource Allocation

Colleges are required to submit four-year financial plans detailing projected revenue and the projected uses of funds. A staffing plan showing annual planned and projected hiring and attrition by function. Financial Plans must be developed in consultation with elected faculty and student representatives who serve on the College Senate. The College Financial Plan illustrates the multi-year impact on the campus financial condition based on changes in funding levels, and planned expenditures and staffing.

Throughout the FY, the Office of Budget and Finance monitors fiscal trends at the colleges to ensure that spending patterns are in line with financial plans and resource levels. Expenditure, revenue, enrollment and staffing data are reviewed. Communication with college fiscal officers occurs throughout the year, both formally and informally. Financial updates are issued quarterly and shared with the Board of Trustees. The Board has a Finance and Administration Committee where financial items/proposals are reviewed by the Committee before being reviewed by the full Board. Minutes from the Committee's meetings are available on the CUNY website. The full Board of Trustee meetings are open to the public, and any member of the college community can attend to learn about the process and final outcomes. In addition to attending these meetings, the Board and Subcommittees also publishes their agenda and meeting minutes on the [CUNY website](#).

Once the budget is allocated, decisions about the distribution of funds are made at the college level, taking into account Division Commitments and any special projects or initiatives that need to be funded. At each college, resource allocation includes fiscal, human capital, physical space allocations, and time investments. Effective allocation for both new and existing resources is based on strategic priorities.

When Divisions consider resources needed to function efficiently, before CUNY allocation, they focus on their strategic priorities ("Division Commitments") and request the budget that is required to achieve them. Divisions also consider the human capital they have and how to allocate personnel to best achieve their strategic priorities in support of the College's

Mission. The Office of Budget and Finance prepares a projection of revenue and allocation that includes additional requests from the Division. The college's Executive team review the requested funding college-wide to determine which initiatives/efforts can be funded.

The College Senate's Budget and Finance Committee participates in all phases of the budget process and reviews LaGuardia's operating budget and resource allocation prior to final funding decisions. Informed by the input of the Senate's Budget and Finance Committee, the President's Cabinet makes final decisions about allocation of resources, and the resulting final budget (after its approval by CUNY's University Budget Office) is then shared with the campus community. As indicated in Figure 1, the allocation of resources toward initiatives, at the college-level, is done based on evidence and annualized planning.

In 2010 the College Senate established the Budget and Finance Committee, comprised of at least nine members including two faculty members, two student members, and two members representing other constituencies, as well as Executive Director of Finance & Business, or the Director's designee, and the Vice President of Administration as an *ex officio* member. The Committee participates in all phases of the budget process, including reviewing the College's budget allocation from CUNY and providing input in the disbursement of budget requests and discretionary funds for new and expanded initiatives. The Committee also makes regular reports on the budget to the College Senate and to the campus community.

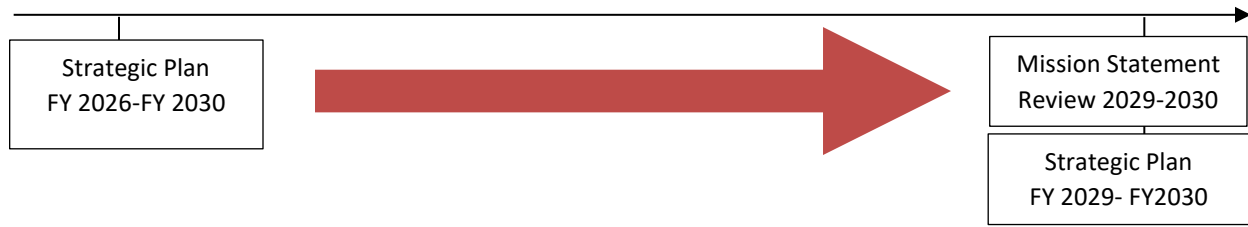
The Budget Office is responsible for the development and maintenance of the College's annual Tax Levy budget. The Budget Office provides departments with assistance in the preparation and modification of their individual annual budgets and prepares and submits revisions to the annual budget to the University Budget Office. The Budget Office also monitors and maintains personnel service (PS) transactions and ensures proper budgeting of all College obligations for OTPS expenditures. Budget staff perform various projections and analyses of departments, divisions and College-wide expenditures to support decision-making related to strategic planning and institutional effectiveness. The Budget Office oversees the accuracy of the budget, and prepares and develops reports to maintain integrated, all-funds resource planning.

Budget planning is guided by the College's and CUNY's strategic priorities for the use of fiscal resources based on College-wide plans, as well as by supporting evidence - including outcomes of assessment processes. Each proposed budget considers the impact of enrollment projections and projected revenues, adjusting accordingly. The budget is a working document, which is used throughout the fiscal year to monitor expenditures.

Strategic Planning and Mission Statement Review

The Strategic Plan is developed by the college every 5-years. While the exact approach that the college takes to developing the strategic plan can be different from cycle to cycle, the underlying premise is that it is done in a way that is representative of diverse perspectives, it is done collaboratively, it serves to support students where they are, and it is evidence-informed. Beginning with the 2029-2030 Strategic Plan, following a recommendation from the 2021-2022 Self-Study Report, the College will ensure that a mission statement review/reaffirmation accompanies the Strategic Planning Process. By including the Mission Review process with the Strategic Planning Process, the college can be assured that the mission continuous to reflect the times, but it will also imperatively inform the resulting strategic plan. Having the Mission Review process occur every five years also ensures that the college regularly updates or affirms that the mission and core values represent the students, the community, and the reality of the times.

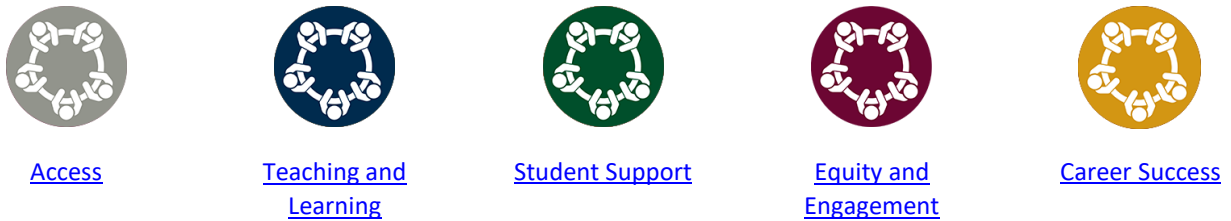
Figure 4: Strategic Plan and Mission Review Timeline



FY 2026 to FY 2030 Strategic Plan

The college’s Strategic Plan is a mission-in-action roadmap, guiding its IE efforts including its planning and assessment practices. The Strategic Plan sets broad institutional goals serving as a framework for decision-makers to center evidence to support informed actions and interventions where needed. The development of the Strategic Plan, and the lived-experience once implement, is fundamentally a campus-wide effort, supported by diverse perspectives, actions, and representative of the entire community. The Strategic Plan covers a range of fiscal years. The current plan covers FY 2026 to FY 2030.

For FY 2026, the College launched its new Strategic Plan, which contains five holistic pillars focused on student success:



These pillars encompass the entire student experience from enrollment through career or educational outcomes. With a special focus on creating the right environment for learning both in and out of the classroom, the College focuses on supporting students with an emphasis on ensuring that they feel that they belong. These five pillars represent our institutional work with the student at the center. While not formally represented in the five pillars is an assumption that, only when we do the right things across every level of the institution, can the pillars be achieved. Without the efforts of all Divisions, Units within those Divisions, Employees, and Students, the wider Strategic Plan cannot be fully achieved. Therefore, there is an additional assumption that efforts described as *State of Good Repair* also work in tandem to support the pillars.

Figure 5: Pillars and Foundation of the 2026-30 Strategic Plan



The [FY 2026-FY 2030 Strategic Plan](#) provides a strategic framework for longitudinal monitoring of the key metrics of success.

The table below shows the alignment between the Goals of the CUNY Strategic Plan to those defined by the college’s Strategic Plan.

Table 3 Alignment of Strategic Plan Pillars and CUNY Strategic Plan Goals

LaGuardia CC Strategic Plan Pillar	CUNY Lifting New York 2023-2030 Strategic Plan			
	Goal 1: Be a leader in Access	Goal 2: Student Outcomes and Eliminating Achievement Gaps	Goal 3: Research Engagement, and Services	Goal 4: Modernize the System
I. Access	P	P	P	S
II. Teaching and Learning	P	P	P	S
III. Student Support	P	P	S	S
IV. Equity and Engagement	P	P	S	S
V. Career Success	P	P	P	S
State of Good Repair	P	P	P	P

P = Primary Focus | S = Secondary Focus

Likewise, Middle States’ Standards for Accreditation are reflected in the college’s Strategic Plan Goals.

Table 4 Alignment of Strategic Plan Pillars and MSCHE Standards

LaGCC Strategic Plan Pillar	MSCHE Standards of Accreditation						
	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
I. Access	S	S	P	P	S	P	S
II. Teaching and Learning	P	S	P	S	P	S	S
III. Student Support	S	S	P	P	S	P	S
IV. Equity and Engagement	S	P	S	P	S	P	S
V. Career Success	S	S	S	P	S	S	S
State of Good Repair	P	P	P	P	P	P	P

P = Primary Focus | S = Secondary Focus

Alignment from LaGuardia Mission to Units

The college mission statement drives all efforts at the institution, and there is a logical flow from the college’s mission to the Divisions and Units of the College. A simplified visual is provided below to show the relationship between the institution, division, and units.

Figure 6: Alignment of Mission to Strategic Plan to Divisions and Units



Each Division has a primary Pillar of the Strategic Plan that it aligns with. This alignment allows for tracking institutional progress at the Division and Unit levels. It is important to note that there are occasions where a Division may touch upon

more than one of the pillars; the primary pillar that each Division is aligned to is shown in the table. All Divisions support aspects of the college’s State of Good Repair.

Table 5 Alignment of Strategic Plan Pillars and Divisions of the College

Division	Strategic Plan Pillar					
	I	II	III	IV	V	VI
Academic Affairs		X				X
Adult and Continuing Education					X	X
Enrollment Management	X					X
Student Affairs			X			X
Administration and Finance						X
Comms and External Affairs						X
Office of the President				X		X

NOTE: The pillar noted as “VI” should be viewed as a “shadow pillar” representing the of State of Good Repair, which all Divisions support in some form.

Importantly, each Division has its own unique mission (interpreted in the light of the institutional mission) allowing for Divisional commitments and Strategic Plan outcomes to be understood within context.

Measuring the College’s Performance

An essential part of the IE Model is establishing and monitoring performance metrics. The college has multiple means of generating and documenting its performance, including the Outcomes of the Strategic Plan and assessment efforts that occur via the Periodic Program Review (PPR) and the Administrative and Educational Support (AES) Assessment processes. As mentioned above, the annual outcomes from the Strategic Plan, Division Commitments, and AES/PPR efforts yield evidence that is then used to support and inform future resource allocation. Collecting evidence from these various efforts is intended to yield a broad picture about the health of the institution, what activities/initiatives are working, and what efforts may not be yielding intended results. Therefore, the college looks at the available evidence at the macro- and micro-levels to inform decision-making about personnel, budget needs, and where/how resources are allocated. Using evidence, Division leaders work collaboratively with one another and the President to determine where resources need to be allocated or reallocated in order to fulfill the mission.

Building on **Figure 1** of this document, an annual *Institutional Effectiveness Report* will be provided that reports on the overall work of the documentation of the Strategic Plan Outcomes as well as summary findings from the various scheduled/completed PPRs, the AES Assessment reports, Division Commitments, and any annual initiatives. This in sum provides the high-level picture (the Strategic Plan Outcomes) and the detailed educational assessment and organizational assessment, which reflect the work close to the academic program/Unit.

Documenting Strategic Plan Outcomes

Each pillar of the strategic plan has associated goals, actions, and performance metrics. This allows the college to monitor performance metrics to understand institutional progress toward achieving the strategic plan, and ultimately the college’s mission.

To provide for organizational clarity, each pillar has been assigned a roman numeral, and the goals associated with each pillar are noted with a short name for the pillar and an Arabic Numeral. The actions are numbered by each Pillar/sub-goal, and performance metrics for each action are noted with a letter. This allows for clearly noting a pillar, goal, action, and performance metric.

Documenting Division Commitments

Each Division serves to support a particular facet of the college’s overall mission. Divisions are defined in a way that their scope and function is clear and distinct, but that supports and fosters systematic integration and collaboration between Divisions. Divisions form an ecosystem that ultimately supports the college’s mission, with students at the center. Each

Division has its own Division mission, interpreted in light of the institutional mission, that serves to define and guide the work within the Division.

Each year, Divisions define annual commitments that help to focus efforts for the year. The Division Commitments align the Division-wide and Unit/Department AES and/or PPR (as applicable) to the institution's Strategic Plan. Through the Commitments, and the resulting outcomes, Divisions reflect annually on how well they did, which is then used to define what resources might be needed for the upcoming year. Thus, Divisions conduct a "closing the loop" effort each year, reflecting on evidence and results, identifying future actions and measures, and then enacting those practices for the next year.

Documenting Academic Assessment

[Assessment at LaGuardia Community College](#) is a process designed to support meaningful learning and development—for students, faculty, and staff. Our assessment framework addresses:

- The *entire* purpose of college education, from first to last semester.
- The teaching and learning that takes place inside *and* outside the classroom.
- The learning that happens *within* and *across* programs, majors, or disciplines.

The college has a robust educational assessment program that encompasses the depth and breadth of learning across the college; it is supported by an Assessment Leadership Team (ALT) comprised of faculty from every department, and facilitated by faculty co-leaders and Academic Affairs administrators.

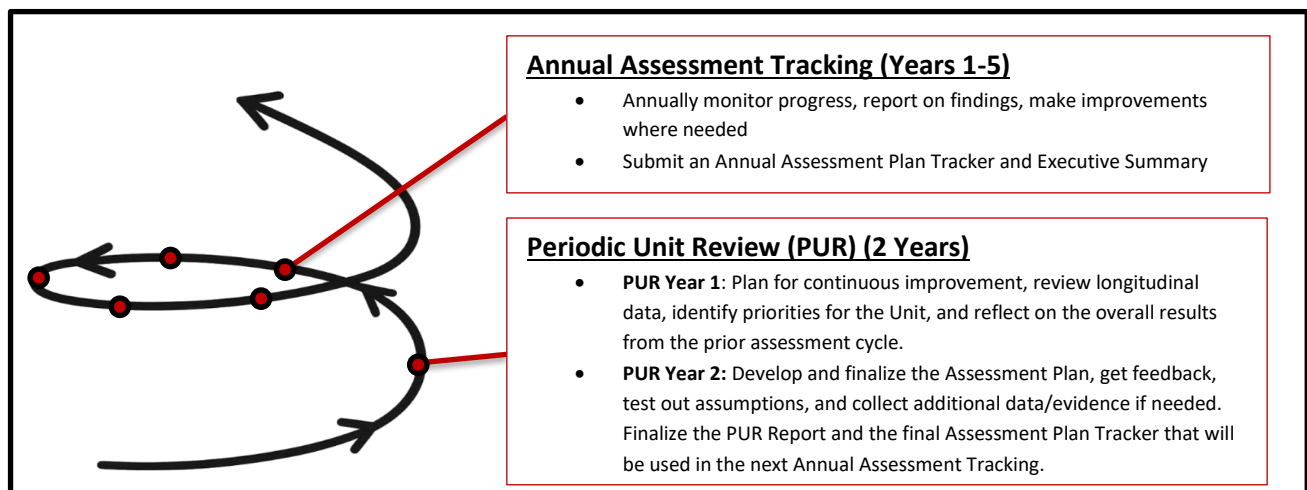
The educational assessment framework reviews General Education outcomes (Institutional Learning outcomes [ILOs], via students' progress on the [Core Learning Competencies](#) and [Communication Abilities](#)), [Program Learning Outcomes](#) (PLOs), and the [Periodic Program Review](#) (PPR) process.

PLEASE SEE THE [ACADEMIC ASSESSMENT GUIDE](#).

Documenting Administrative and Education Support Units (AES)

The college documents its Administrative and Educational Support (AES) Assessment annually for Units undergoing Annual Assessment Tracking or Periodic Unit Review (PUR). The AES Assessment process provides a seven-year period in which a Unit monitors its annual progress (under its Annual Assessment Tracking) for a five-year period, followed by a Periodic Unit Review where the Unit undergoes a self-study-like review of its operations and past data. Aligning to the Division Commitments, the annual and PUR processes allow for Units to support Division Commitments and Unit assessment goals. Through the AES process, the college effectively assesses its State of Good Repair efforts.

Figure 7: Cycle of Continuous Improvement



Throughout the process, Units are required to periodically review the effectiveness of their operations, policies, practices, and the manner in which their services are administered, as well as document evidence and conduct annual planning/budgeting for resources to achieve their intended outcomes.

PLEASE SEE THE [AES ORGANIZATIONAL ASSESSMENT HANDBOOK](#).

Annual Institutional Effectiveness Report

As noted early in this Plan, the Strategic Plan is the mission-driven roadmap that the college follows over multiple years. As is noted in Figure 1 of this document, both education assessment and organizational assessment occur each year, informing planning, practice, and policy development. When the work of assessment occurs as it should, it will be reflected in the Strategic Plan. This is why the Strategic Plan pillars and goals intentionally connect to every part of the college. To understand the college's progress in achievement of its mission, the annual Institutional Effectiveness Report provides an overview of the outcomes of the Strategic Plan and a summary of the assessment efforts occurring throughout the year.

The Institutional Effectiveness Report thus provides transparency and insights into where the college is making significant progress, and where additional attention may be needed. This again informs the planning process throughout the lifetime of the Strategic Plan, but it also serves to influence budgeting and resource allocation annually to support the ongoing assessment efforts.

Conclusion

LaGuardia Community College is committed to its mission to **educate** and **graduate** one of the most diverse student populations in the country. The importance of an ongoing focus on assessment and continuous improvement at the college is evidenced by annual reporting via the Institutional Effectiveness Report that tracks progress on outcomes and initiatives for the year. This report annually documents the systematic and ongoing assessment efforts of the college.

The Institutional Effectiveness Plan and annual Institutional Effectiveness Report further advance LaGuardia's progress towards integrating effective planning with assessment at all levels of the institution and the evaluation of ongoing initiatives, as well as providing formal mechanisms for ensuring that budgeting and resource allocation is done using evidence.

Office of Institutional Research and Effectiveness

LaGuardia Community College

31-10 Thomson Avenue

Building E | Suite 512

Long Island City, NY 11101

Email: IE@lagcc.cuny.edu

Phone: 718-482-6112